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ABSTRACT

Students in New Mexico may take either the American College Test Assessment (ACT) or the Scholastic Aptitude Test (SAT), although New Mexico students usually take the ACT. Results from both examinations are presented in this report, based on seniors expected to graduate. Overall, New Mexico and national composite scores have remained steady on the ACT (Enhanced ACT) for the past 3 years, although there has been a slight decline in English scores. New Mexico scores remained slightly below the national average, although scores improved for students enrolled in a core curriculum. Males scored higher in mathematics while females scored higher in English. Minority groups in New Mexico generally scored higher than their national counterparts. Far fewer New Mexico students took the SAT. Their verbal and mathematics scores remained above the national average, with an increase in verbal scores and a slight, and continuing decline, in mathematics scores. On the SAT, minority groups in New Mexico also scored higher than their national counterparts, and Mexican Americans and Native Americans substantially increased their scores. Four appendixes give scores by school district and detailed information about gender, mean SAT scores, and ethnic composition of SAT takers. (Contains nine tables, five figures, and five sources.) (SLD)

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NEW MEXICO ENHANCED ACT AND SAT RESULTS

SCHOOL YEAR 1991-1992

ED 392 808

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NEW MEXICO

1991-1992

ACT AND SAT RESULTS

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July 1993

The New Mexico State Department of Education

VISION STATEMENT

The New Mexico State Department of Education believes the education of all students must become the mission for all New Mexicans. We believe education must challenge all students to reach their potential.

-- Alan D. Morgan
State Superintendent of Public Instruction

The information presented in this document is an analysis and summary of data provided to the Assessment & Evaluation Services Unit of the State Department of Education by the American College Testing Program and Educational Testing Service. While the Assessment & Evaluation Services Unit monitors incoming data for completeness, the extent to which conclusions and generalizatons can be drawn is dependent on the accuracy of the information provided by the responsible organization.

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INTRODUCTION

Two major college entrance examinations are offered nationally, the American College Test (ACT) and the Scholastic Aptitude Test (SAT). The ACT is presently the more popular test, administered to the majority of college-bound juniors and seniors in 38 states, and it is the most used test in New Mexico.

Students may take either examination or both examinations. Results from both examinations are provided in this report. The examinations are administered during the junior and senior years, and a student may retake an examination during the senior year if not satisfied with the results of the junior year examination. If a student takes the test as a junior and retests as a senior, only the latest (i.e., senior year) score is used.

Results reported, however, are based on those seniors who are expected to graduate in a given year, regardless of whether they tested as a junior or a senior. Test results, therefore, are representative of only graduating seniors who have expressed an interest in attending college, a percentage of the graduating class as a whole. Neither ACT nor SAT results should be taken as an indicator of the entire graduating class.

EXECUTIVE SUMMARY
1992 AMERICAN COLLEGE TEST RESULTS

- The ACT is a measure of educational development.
- The Enhanced ACT was first administered Oct 89 and only limited trend data are available.
- OVERALL PERFORMANCE:
  - NM and national composite scores have remained steady, with minor fluctuations, for the past three years.
  - NM math scores have remained steady for the past five years; however, English scores have declined over the past five years.
  - Scores improve for students enrolled in a core curriculum.
  - NM mean scores remain slightly below the national average.
- GENDER
  - 54.7% females and 45.3% males tested.
  - Composite scores remain stable for males and females.
  - Males score higher in math while females score higher in English.
- ETHNICITY
  - Minority groups in NM generally score higher than their national counterparts.

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EXECUTIVE SUMMARY

1992 SCHOLASTIC APTITUDE TEST RESULTS

- The SAT measures verbal and math reasoning skills.
- OVERALL PERFORMANCE
  - Verbal and math mean scores for NM students remain above the national average. This has been observed since 1974.
  - Verbal scores increased for NM students.
  - NM students scored lower in math than in 1991, continuing a three year decline.
- GENDER
  - 53% females and 47% males took the SAT in NM.
  - Males scored higher than females on both the verbal and math exams.
  - NM males' mean math score rose 3 standard points.
  - NM females' mean math score fell 4 standard points.
- ETHNICITY
  - Minority groups in NM scored higher than their national counterparts.
  - In NM, Mexican Americans and Native Americans substantially increased their verbal and math scores.

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THE AMERICAN COLLEGE TEST

SUMMARY

The American College Test (ACT) measures educational development in English, mathematics, reading, and science reasoning. Scores for each of the four subtests are reported, as well as a composite score (Appendix A). The composite score is the overall average of the four subtests. Trend data, however, are reported only for English, mathematics, and the composite score.

In October 1989, ACT introduced the Enhanced ACT Assessment, a revised examination. The Enhanced ACT Assessment increases the emphasis on rhetorical skills in the measurement of writing proficiency, increases the number of advanced mathematics items, includes a new reading test that features inferential and reasoning skills, and a test designed to measure science reasoning.

The enhanced ACT assessment is an all-new testing program. For this reason, it is not possible to make direct comparisons between the last three years' results and scores earned in previous years; rather, comparisons with scores before 1990 must be estimated from a statistically derived concordance table. Data for 1991-92 are based on 832,217 students who graduated from high school nationally in the spring of 1992 and who took the ACT Assessment on national test dates during their junior or senior year. The trend data in this report are based on estimates derived from research ACT conducted to link scores earned on the ACT Assessment administered before October 1989, with score earned on the Enhanced ACT Assessment, the version that has been administered beginning with the October 1989 test date.

The process of converting original ACT scores earned prior to October 1989 to estimated enhanced ACT scores is statistically sound but not exact. The trend data reported here will differ slightly from earlier reports because the averages were based on a national study of students who actually took both versions of the ACT; trend data are then derived from a concordance table to make the data from the two test versions comparable.

The 1990 graduating seniors may have taken either version of the ACT Assessment. Averages from scores common to both versions have been provided for English, math, and the composite score. Graduates for 1991 and 1992 all tested on the new enhanced ACT. Thus, scores for reading and science reasoning can only be given for the 1990-91 and 1991-92 school year.

Interpretation of the results reported here should be approached with caution for all the reasons indicated above. Additionally, caution should be used in making comparisons between state and national norms. New Mexico's college-bound students who take the ACT assessment are not representative, in all respects, of college-bound students nationally. According to the American College Testing Service, students who live in the Midwest, Rocky Mountains and Plains, and the South are over represented among ACT-tested students as compared to college-bound students nationally. Second, ACT-tested students in New Mexico tend to enroll in public college and universities more frequently than do college-bound students nationally.

DATA ANALYSIS

Trend data are given for years 1987 to 1992 for the composite score, and for the English and mathematics subtests. Results are published by ACT for the new reading and science reasoning subtests for 1991 and 1992 only. The 1987-90 trend data for the composite scores are based on a concordance table to **estimate** the score to the Enhanced ACT of 1990 through 1992. Data may be compared, bearing in mind the estimates. Five years' data derived from concordance tables are presented for the English and mathematics subtests. Results prior to 1986 are not reported because scores then were based on a sample of the ACT tested student population rather than the entire ACT tested student population.

As noted in Figure 1, the 1992 average ACT composite score for New Mexico (20.0) fell slightly from the previous year (20.1) and remains slightly below the national average (20.6). National composites fell from the 1988 high of 20.8 to 20.6, but have remained stable for four years.

As shown in Table 1, the 1992 national mean scores in English and math were higher than the mean scores for New Mexico students. On the English subtest, New Mexico students scored an average of 19.6 compared to the national average of 20.2. On the math subtest, New Mexico students averaged 19.3 compared to the national mean of 20.0. While math scores have remained stable for both groups. English scores for both groups have declined for the last two years.

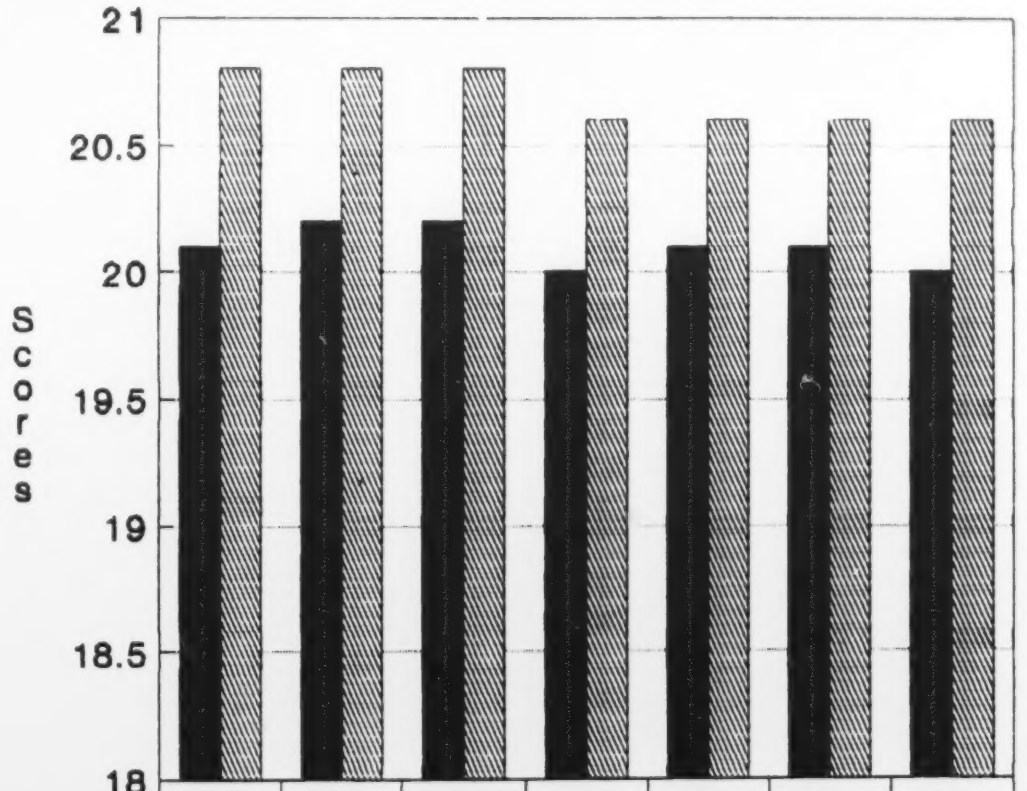
Table 1
ENHANCED ACT SCORES FOR MATH and ENGLISH

	Math		English	
Year	NM	Nat'l	NM	Nat'l
1986	19.1	na*	20.4	na
1987	19.4	na	20.5	na
1988	19.3	na	20.6	na
1989	19.3	na	20.4	na
1990	19.3	19.9	20.0	20.5
1991	19.3	20.0	19.7	20.3
1992	19.3	20.0	19.6	20.2

*na= Not Available (Concorded trend data are not available nationally before 1989.)

Figure 1

Enhanced ACT Composite Scores
1986 - 1992



	86	87	88	89	90	91	92
NM	20.1	20.2	20.2	20	20.1	20.1	20
Nat'l	20.8	20.8	20.8	20.6	20.6	20.6	20.6

Year

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Gender

Of the 9,567 New Mexico graduates taking the ACT in 1991-92, 5,237 (54.7%) were females and 4,330 (45.3%) were males. Both nationally and for New Mexico students, males scored higher than females on the math subtest and on the overall composite score; females, however, scored higher on the English subtest.

Table 2 indicates New Mexico males' composite score remained steady at 20.4 for 1992 while New Mexico females' composite scores remained steady at 19.7. The national composite score for males remained steady at 20.9; however, for females the mean score is 20.5, a slight increase from the previous year.

Table 2
ENHANCED ACT COMPOSITE SCORES BY GENDER

	Males		Females	
Year	NM	Nat'l	NM	Nat'l
1986	20.8	na	19.5	na
1987	21.0	na	19.5	na
1988	20.9	na	19.5	na
1989	20.7	na	19.4	na
1990	20.5	21.0	19.7	20.3
1991	20.4	20.9	19.7	20.4
1992	20.4	20.9	19.7	20.5

*na= Not Available (Concorded trend data are not available nationally before 1989.)

Table 3 below shows the percentage of students in each test score interval for both New Mexico students and national norms.

TABLE 3

PERCENTAGE OF STUDENTS IN TEST SCORE INTERVALS

Score Interval	New Mexico M	New Mexico F	National M	National F
27-36	12	9	13	10
22-26	25	24	28	28
19-21	25	23	24	26
1-18	39	44	34	36

As noted in the above table, in New Mexico more males score in the top three intervals while more females score in the lowest interval. Nationally, however, more males score in the highest interval, males and females score equally in the 22-26 interval, and more females score in the lower intervals. Overall, 10% of New Mexico graduates scored in the highest score interval (27-36), 24% scored in the second score interval (22-26), 24% scored in the third score interval (19-21), and 42% scored in the lowest score interval (1-18). This closely follows the national trend where the respective percentages are 12%, 28%, 25%, and 35%.

Tables 4 and 5 show the subtest scores for math and English, respectively. New Mexico students follow the historical trend where males score higher than females in math, while females score higher in English than their male counterparts. New Mexico males scored 20.1 in math while females scored 18.7. The national scores are 20.7 for males and 19.5 for females. In English, New Mexico females scored 19.9 compared to 19.3 for males. These remain slightly below the national scores of 20.6 for females and 19.5 for males.

Table 4
MEAN ACT MATH SCORES BY GENDER

Year	New Mexico M	New Mexico F	National M	National F
1987	20.4	18.4	na	na
1988	20.1	18.5	na	na
1989	20.2	18.5	na	na
1990	20.1	18.6	20.7	19.3
1991	20.1	18.7	20.6	19.4
1992	20.1	18.7	20.7	19.5

Table 5
MEAN ACT ENGLISH SCORES BY GENDER

Year	New Mexico M	New Mexico F	National M	National F
1987	20.1	20.8	na	na
1988	20.2	20.9	na	na
1989	20.0	20.8	na	na
1990	19.6	20.2	20.1	20.9
1991	19.4	19.9	19.8	20.7
1992	19.3	19.9	19.5	20.6

*na= Not Available (Concorded trend data are not available nationally before 1989.)

Ethnicity

Ethnic results are given for the composite score only in Table 6. New Mexico Anglos earned the highest score (21.7) and represented 46% of the ACT-tested population, New Mexico Hispanics scored 18.7 and represented 30% of the tested population and New Mexico Native Americans scored the lowest (16.4), but only accounted for 10% of the population tested.

Table 6
1992 ACT MEAN COMPOSITE SCORES BY ETHNICITY

Ethnicity	Total Group NM	Total Group Nat'l	Core NM	Core Nat'l	< Core NM	< Core Nat'l
Anglo	21.7	21.3	23.1	22.6	20.1	19.7
Asian American	21.6	21.6	22.4	22.5	20.3	19.8
Black	18.6	17.0	20.1	18.1	17.4	16.1
Hispanics:						
Mexican American	18.7	18.4	20.2	19.8	17.3	17.1
Other Hispanics	19.1	19.3	20.5	20.7	17.8	17.6
Native American	16.4	18.1	17.8	19.8	15.2	17.1

Factors Affecting ACT Scores

Two factors appear to affect ACT scores. ACT composite scores are higher for students enrolled in core college preparatory curriculum and scores rise as family income rises. Figure 2 compares ACT composite scores for New Mexico students who reported they completed the recommended core college preparatory curriculum with those who had not. Higher scores for core curriculum students also holds true across all ethnic groups (see Table 6).

Figure 3 compares ACT composite scores with family income, ranging from less than $6,000 to over $60,000. This pattern holds true for both New Mexico and nationally. It should also be noted that the highest income category also represents the largest percentage of the ACT-tested students (12% for New Mexico and 17% nationally).

Student Appraisal of Various Aspects

In 1992, only 12% of New Mexico ACT-tested students rated their high school education as excellent, 41% rated it good, 31% rated it average, and 14% rated their education as below average or very inadequate. Overall, students were most satisfied with classroom instruction and grading policies and practices and were most dissatisfied with school rules, regulations and policies, and the number and variety of courses.

Seven percent of ACT-tested New Mexico graduates in 1991 expressed an educational goal of no more than two years of college work, 32 percent expressed a four year degree goal. Fifty-four percent (54%) expressed some graduate work beyond the bachelor's degree as a goal.

Figure 2

ACT Mean Composite Scores

Core vs ‹ Core Curricula

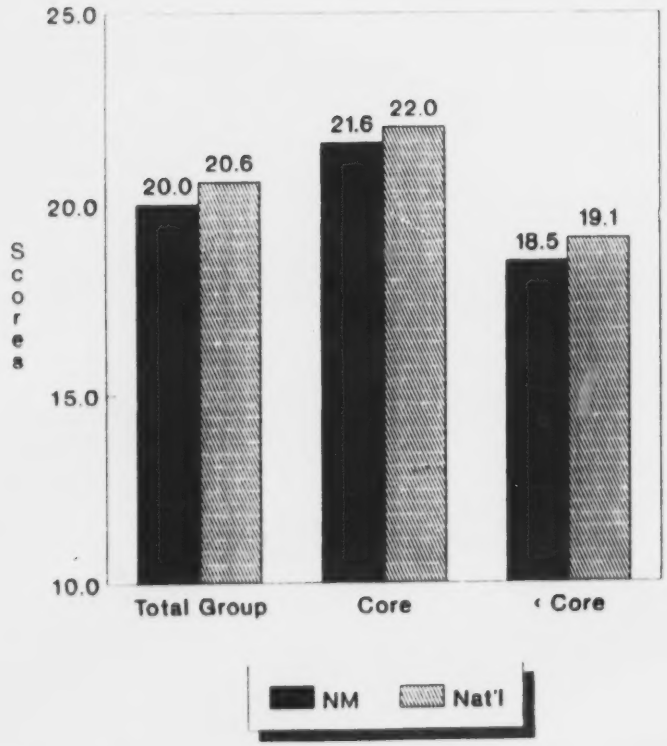

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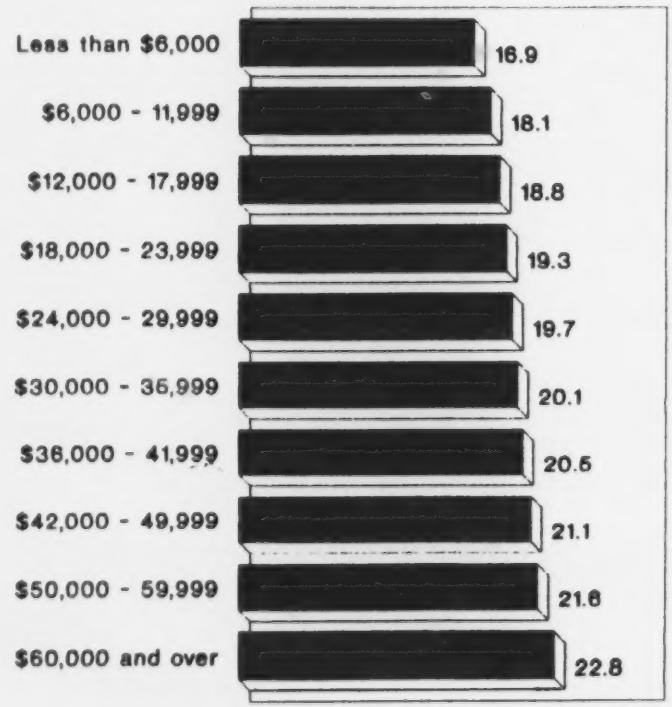
Figure 3

1992 NM ACT Composite Scores

by Estimated Family Income



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THE SCHOLASTIC APTITUDE TEST

SUMMARY

The Scholastic Aptitude Test (SAT) is designed to measure verbal and mathematical reasoning abilities for the purpose of predicting college success. The range of scores for each subtest is 200-800. The average verbal (475) and mathematical (521) scores for New Mexico students remain higher than the national averages (423 for verbal and 476 for math). This has been observed since 1974.

New Mexico participation rose by 2.6 percent for 1992, but remained lower than 1987-1988 levels (see Appendix B). Nationally, the number of students increased by less than one percent.

DATA ANALYSIS

Verbal Scores

The verbal mean score for both New Mexico students and nationally was one standard point higher in 1992 than in 1991. For New Mexico students the mean score increased from 474 to 475; nationally, the mean score increased from 422 to 423 (Figure 4). New Mexico males continue to have a higher mean verbal score (483) than New Mexico females (468). This difference is reflected similarly in the national data (428, males; 419, females).

Mathematics Scores

The 1992 mathematics mean score for New Mexico was 521 compared to the national mean score of 476 (Figure 5). For New Mexico SAT-tested students, this score dropped one standard point from last year. However, nationally, for all students taking the SAT, the math score increased two standard points. Males' math mean scores, both nationally (499) and for New Mexico (552), have been higher every year than females' mean math scores (456, national; 492, New Mexico).

For males, both nationally and in New Mexico, math mean scores increased slightly from the previous year. However, while the national mean score for females rose 3 standard points for New Mexico females the mean score dropped 4 standard points.

Figure 4

SAT Mean Verbal Scores

1981 - 1992

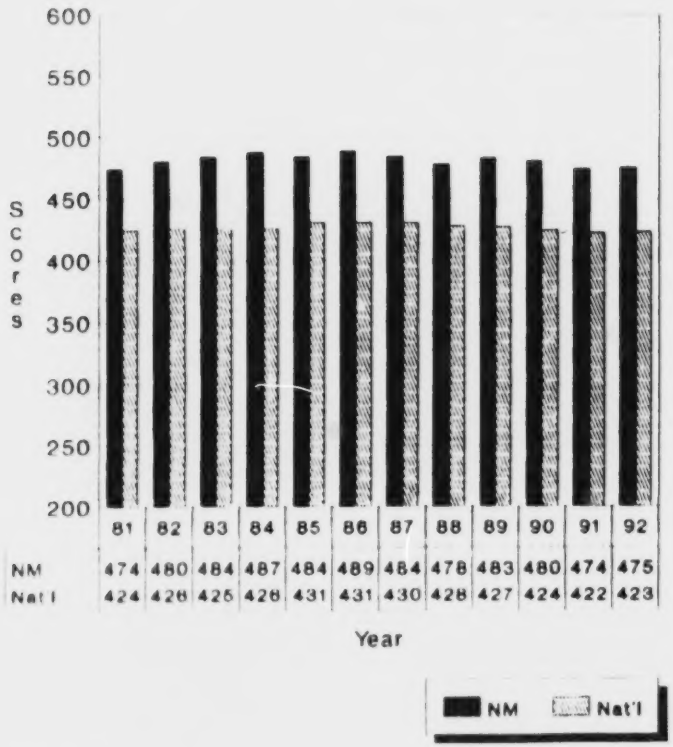

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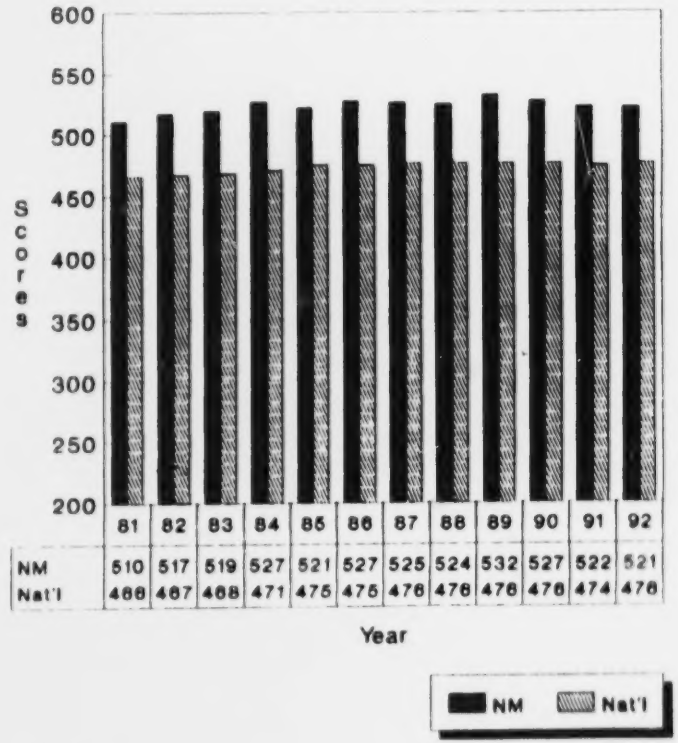
Figure 5

SAT Mean Math Scores

1981 - 1992



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Scores by First Language

As shown in Table 7 below, New Mexico students scored highest on both the verbal and mathematics sections when English was the first language learned. Students whose first language was not English or whose first language experience included English and another language received lower scores.

Table 7
N.M. MEAN SCORES BY FIRST LANGUAGE

First Language Learned	% Taking SAT	SAT Verbal	SAT Math
English	88	482	523
English +	8	434	478
Other Language	5	427	554

Educational goals were set at the Bachelor's Degree for 15 percent of the SAT-tested New Mexico graduates, while 33 percent expressed a Master's Degree as a goal. The Ph.D. or other professional-level degree was given as an educational goal by 36 percent of the examinees, a 2 percent drop from 1991.

Gender

There were 1066 females (53%) taking the SAT in New Mexico in 1992. This was a 3 percent increase from 1991 (Appendix B). Nationally, 52 percent of the number of SAT takers were females.

As in all previous years, both the New Mexico verbal and math scores for both males and females were higher than the corresponding national scores (see Appendix C). Nationally and in New Mexico, males outperform females on both examinations (Table 8). Females' national math score (456) increased slightly from last year; however, in New Mexico the math score for females (492) dropped four standard points from last year.

Table 8
SAT Scores by Gender

	SAT-Verbal		SAT-Math	
	NM	Nat'l	NM	Nat'l
Males	483	428	552	499
Females	468	419	492	456

Ethnicity

The percentage of New Mexico Native Americans (3%), Asian Americans (4%), and Blacks (2%) taking the SAT test remained the same for 1992, while the percentage of Hispanics (19%) and Anglos (68%) showed a slight decline (Appendix D).

This trend continues nationally. The percentage of Native Americans (1%), Asian Americans (8%), and Blacks (10%) remained the same as last year. However, the percentage of Anglos declined by one percent (71% for 1992) and Hispanics, nationally, remained the same (6%) as last year.

As indicated in Table 9, Anglos achieved the highest verbal mean score both nationally (442) and in New Mexico (490) and Asian Americans achieved the highest math mean score (532, nationally; 568, in New Mexico). All ethnic groups in New Mexico achieved higher mean scores than the corresponding groups nationally.

Table 9
1992 SAT MEAN SCORES BY ETHNICITY

	SAT-Verbal		SAT-Math	
Ethnicity	NM	Nat'l	NM	Nat'l
Anglo	490	442	533	491
Asian American	468	413	568	532
Black	420	352	447	385
Hispanics:				
Mexican American	448	372	500	425
Other Hispanic	420	383	456	433
Native American	415	395	456	442

For New Mexico the largest gains in mean scores in 1992 were achieved by Mexican Americans. Scores for this group increased by 13 standard points for verbal and 10 standard points for math. However, nationally, this group was the only group to show a decline in mean scores for 1992. The verbal score declined by 5 standard points and the math score was down 2 standard points. Except for Mexican Americans, the national mean scores for all other ethnic groups improved slightly or remained the same.

In New Mexico the verbal score increased for Anglos and both scores improved for American Indians and Mexican Americans. Mean scores were lower in math for Anglos, but both scores were lower in 1992 for Asian Americans, Blacks, and other Hispanics.

APPENDIX A

1992 NEW MEXICO ACT SCORES BY SCHOOL DISTRICT

Only the district score is provided when there is only one high school in the district.

	ENGL	MATH	READ	SCI	COMP	NUM
ALAMOGORDO	20.6	20.3	22.0	21.4	21.2	221
ALAMOGORDO HIGH	21.5	20.8	22.7	21.8	21.8	979
WEED HIGH	18.0	21.0	24.0	23.0	22.0	1
ALBUQUERQUE	20.8	20.5	21.8	21.0	21.2	2406
DEL NORTE HIGH	20.4	20.1	21.6	20.6	20.8	207
ELDORADO HIGH	21.5	20.9	22.5	21.3	21.7	304
HIGHLAND HIGH	20.8	21.2	22.4	21.6	21.6	200
LA CUEVA HIGH	21.9	21.5	23.2	22.0	22.3	351
MANZANO HIGH	21.3	20.5	21.9	21.3	21.3	253
RIO GRANDE HIGH	19.0	19.0	18.8	19.0	19.1	129
NEW FUTURES SCHOOL	15.8	16.2	17.2	17.6	16.8	13
SANDIA HIGH	21.5	20.8	22.8	21.5	21.7	299
VALLEY HIGH	18.9	19.9	19.8	19.5	19.6	139
WEST MESA HIGH	19.4	19.6	20.1	19.8	19.8	168
CIBOLA HIGH	20.9	20.5	22.3	21.1	21.4	216
ALBUQUERQUE HIGH	20.0	20.3	20.9	21.0	20.7	116
FREEDOM HIGH	20.8	17.6	22.4	19.7	20.4	11
ANIMAS	18.2	17.6	18.9	18.8	18.4	26
ARTESIA	18.7	18.5	20.0	19.8	19.5	95
AZTEC	18.2	19.3	19.3	19.2	19.1	102
BELEN	18.9	17.6	19.7	19.6	19.0	103
BERNALILLO	16.9	17.2	16.7	18.5	17.5	69
BLOOMFIELD	20.7	19.8	22.0	21.0	20.9	85
CAPITAN	19.2	16.3	17.9	18.8	18.2	26
CARLSBAD	19.6	19.5	20.9	20.1	20.2	197
CARRIZOZO	23.4	21.3	22.1	23.2	22.6	13
CENTRAL	16.0	17.2	16.8	17.8	17.1	239
CENTRAL HIGH	19.0	19.7	19.9	19.7	19.7	85
SHIPROCK HIGH	15.3	16.3	16.4	17.9	16.6	73
NEWCOMB HIGH	13.7	15.3	14.0	15.8	14.8	81
CHAMA VALLEY	17.9	16.4	18.2	17.6	17.5	23
CIBOLA	18.9	18.0	19.3	19.5	19.0	99
GRANTS HIGH	19.2	18.2	19.7	19.8	19.3	91
LAGUNA ACOMA	14.5	16.1	14.9	16.1	15.6	8
CIMARRON	17.9	16.8	18.4	18.1	18.0	16
CLAYTON	21.1	20.6	22.4	21.1	21.4	41

	ENGL	MATH	READ	SCI	COMP	NUM
CLOUDCROFT	22.2	18.6	20.4	20.7	20.6	25
CLOVIS	20.9	19.9	21.6	20.7	20.9	248
COBRE	17.0	17.5	18.0	18.1	17.7	68
CORONA	17.7	18.3	18.2	17.7	18.0	9
CUBA	16.7	17.3	17.5	18.3	17.5	46
DEMING	19.7	18.0	20.7	19.5	19.6	89
DES MOINES	16.5	15.9	18.3	19.3	17.6	12
DEXTER	17.4	18.1	18.0	19.0	18.2	23
DORA	17.4	15.8	18.2	18.8	17.6	5
DULCE	14.2	15.9	15.3	18.2	15.9	17
ELIDA	16.2	16.2	19.3	17.5	17.7	6
ESPANOLA	17.7	16.9	18.3	18.3	17.9	133
ESTANCIA	18.1	17.3	18.9	18.8	18.6	17
EUNICE	17.4	17.1	18.3	19.1	18.2	25
FARMINGTON	19.1	19.1	20.3	20.5	19.9	229
FLOYD	18.6	15.9	17.4	19.0	17.7	7
FT. SUMNER	17.8	17.7	19.1	18.8	18.5	15
GADSDEN	17.7	17.5	18.1	18.6	18.1	203
GALLUP	15.7	17.0	16.9	17.7	17.0	388
CROWNPOINT HIGH	15.4	17.2	17.0	17.1	16.8	32
GALLUP HIGH	17.5	18.1	18.7	18.8	18.4	190
TOHATCHI HIGH	12.8	15.6	14.5	16.2	15.0	69
NAVAJO PINE HIGH	14.7	15.4	14.4	16.4	15.4	28
RAMAH HIGH	15.6	16.7	17.5	18.1	17.1	16
THOREAU HIGH	13.9	15.9	14.6	16.5	15.3	53
GRADY	18.9	19.0	20.6	21.4	20.0	8
HAGERMAN	16.1	18.0	16.4	19.3	17.5	10
HATCH	17.2	16.9	18.6	18.5	17.9	32
HOBBS	19.8	19.8	20.5	19.9	20.1	180
HONDO VALLEY	15.9	17.9	17.2	17.3	17.2	9

BEST COPY AVAILABLE

	ENGL	MATH	READ	SCI	COMP	NUM
HOUSE	21.8	19.7	26.3	22.7	22.8	6
JAL	18.1	16.7	19.3	19.5	18.5	15
JEMEZ MOUNTAIN	15.8	16.6	16.0	17.1	16.6	20
JEMEZ VALLEY	16.3	17.2	17.3	17.7	17.2	23
LAKE ARTHUR	15.9	16.6	17.9	15.1	16.3	7
LAS CRUCES	20.1	20.1	21.0	20.6	20.6	585
LAS CRUCES HIGH	20.1	20.4	20.7	20.4	20.5	227
SAN ANDRES EVE. H	18.5	19.0	23.5	22.5	21.0	2
MAYFIELD HIGH	20.4	20.0	21.4	20.5	20.8	213
ONATE HIGH	19.7	19.7	20.8	20.9	20.4	138
SAN ANDRES HIGH	23.2	20.2	27.0	21.6	23.0	5
LAS VEGAS CITY	19.0	18.7	20.3	19.4	19.5	79
LAS VEGAS WEST	15.8	17.2	16.9	17.2	16.9	63
LOGAN	18.1	16.0	20.5	19.2	18.7	17
LORDSBURG	17.7	17.0	17.4	17.4	17.6	27
LOS ALAMOS	24.3	24.1	25.5	24.6	24.8	195
LOS LUNAS	19.2	19.5	20.2	20.3	19.9	137
LOVING	16.5	15.8	17.2	17.5	16.9	13
LOVINGTON	19.0	18.8	19.5	19.5	19.3	75
MAGDALENA	17.1	17.2	17.8	18.0	17.6	21
MAXWELL	18.5	16.4	23.0	19.8	19.4	8
MELROSE	19.1	17.1	19.9	19.6	19.1	19
MESA VISTA	17.2	15.3	14.1	16.6	16.0	9
MORA	19.5	18.7	18.8	19.2	19.3	24
MORIARITY	20.5	20.5	22.9	21.9	21.6	93
MOSQUERO	16.1	16.0	16.1	17.4	16.4	7
MOUNTAINAIR	15.9	16.3	16.3	16.9	16.5	20
PECOS	19.1	17.4	18.3	17.1	18.0	16
PENASCO	17.8	19.1	17.5	19.0	18.5	37
POJOAQUE	19.8	18.7	20.7	20.5	20.0	79

	ENGL	MATH	READ	SCI	COMP	NUM
PORTALES	20.3	20.2	20.9	20.4	20.6	106
QUEMADO	20.0	17.1	20.1	20.7	19.6	7
QUESTA	17.0	15.9	16.6	17.7	16.9	27
RATON	18.4	17.5	18.7	19.1	18.6	78
RESERVE	21.7	19.3	22.7	20.0	21.1	15
ROSWELL	20.2	20.0	20.9	21.0	20.7	225
GODDARD HIGH	20.6	20.5	21.4	21.6	21.2	130
ROSWELL HIGH	19.7	19.5	20.3	20.3	20.1	95
ROY	19.7	18.6	20.8	20.0	20.0	10
RUIDOSO	19.7	18.5	20.6	19.6	19.8	67
SAN JON	16.6	17.6	17.0	18.4	17.6	5
SAN JON HIGH	16.6	17.6	17.0	18.4	17.6	5
ESCALANTE HIGH	17.9	16.4	18.2	17.6	17.5	23
SANTA FE	20.3	19.3	21.3	20.6	20.5	350
CAPITAL HIGH	18.8	18.3	19.8	19.9	19.3	117
SANTA FE HIGH	21.2	20.0	22.2	21.0	21.2	225
SANTA ROSA	19.1	17.4	18.7	18.9	18.6	21
SILVER CITY	19.2	18.4	20.0	19.9	19.5	151
CLIFF HIGH	18.3	17.8	19.3	20.1	19.1	15
SILVER HIGH	19.3	18.4	20.0	19.9	19.6	136
SOCORRO	19.3	18.4	20.6	20.4	19.9	74
SPRINGER	16.3	16.5	18.3	17.7	17.3	18
TAOS	18.9	18.6	20.6	20.0	19.7	120
TATUM	17.6	16.9	18.7	18.9	18.2	18
TEXICO	18.0	18.7	19.6	19.2	19.1	19
TRUTH OR CONSEQ	18.9	19.2	20.2	20.6	19.9	37
TUCUMCARI	20.3	17.6	21.2	20.5	20.0	47
TULAROSA	17.5	17.2	18.5	18.4	18.1	26
VAUGHN	19.7	19.5	18.8	18.3	19.3	6
WAGON MOUND	17.8	16.4	17.1	17.7	17.3	12
ZUNI	13.7	15.2	14.0	16.0	14.9	54

APPENDIX B

NUMBER AND PERCENT OF NEW MEXICO MALE AND FEMALE HIGH SCHOOL SENIORS TAKING THE SAT 1981 TO 1992

Appendix B

NUMBER AND PERCENT OF NEW MEXICO MALE AND FEMALE HIGH SCHOOL SENIORS TAKING THE SAT 1981 TO 1992

YEAR	TOTAL NUMBER	NUMBER OF MALES	NUMBER OF FEMALES	PERCENT FEMALE OF TOTAL
1981	1,609	825	784	49
1982	1,497	744	753	50
1983	1,508	767	741	49
1984	1,623	845	778	48
1985	1,661	799	862	52
1986	1,712	878	834	49
1987	2,046	1,038	1,008	49
1988	2,076	1,092	984	47
1989	1,896	960	936	49
1990	1,998	1,015	983	49
1991	1,971	981	990	50
1992	2,022	956	1,066	53
NATIONAL: 1992	1,034,131	496,383	537,748	52

APPENDIX C

NEW MEXICO AND NATIONAL STUDENTS' MEAN SAT SCORES

1981 TO 1992

Appendix C

NEW MEXICO AND NATIONAL STUDENTS' MEAN SAT SCORES
1981 TO 1992

	VERBAL						MATHEMATICS					
	Total		Males		Females		Total		Males		Females	
Year	NM	Nat	NM	Nat	NM	Nat	NM	Nat	NM	Nat	NM	Nat
1981	474	424	476	430	472	418	510	466	530	492	489	443
1982	480	426	483	431	477	421	517	467	549	493	486	443
1983	484	425	487	430	480	420	519	468	545	493	491	445
1984	487	426	490	433	484	420	527	471	548	495	503	449
1985	484	431	485	437	484	425	521	475	539	499	505	452
1986	489	431	491	437	487	426	527	475	550	501	503	451
1987	484	430	490	435	478	425	525	476	553	500	496	453
1988	478	428	480	435	476	422	524	476	547	498	500	455
1989	483	427	485	434	482	421	532	476	557	500	506	454
1990	480	424	483	429	476	419	527	476	548	499	506	455
1991	474	422	481	426	468	418	522	474	549	497	496	453
1992	475	423	483	428	468	419	521	476	552	499	492	456

APPENDIX D

ETHNIC COMPOSITION OF NEW MEXICO STUDENTS

TAKING THE SAT

1981 TO 1992

Appendix D

ETHNIC COMPOSITION OF NEW MEXICO STUDENTS TAKING THE SAT 1981 TO 1992*

	ANGLO		HISPANIC		NATIVE AMERICAN		BLACK		OTHER**/ NO RESPONSE	
YEAR	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
1981	1,312	78	228	14	22	1	28	2	94	6
1982	1,202	78	188	12	25	2	30	2	98	6
1983	1,224	78	198	13	27	2	27	2	87	6
1984	1,318	78	220	13	32	2	32	2	93	6
1985	1,322	76	244	14	40	2	28	2	117	7
1987	1,468	72	345	17	43	2	33	2	157	8
1988	1,465	73	339	16	52	3	38	2	182	9
1989	1,313	71	319	17	53	3	59	3	152	8
1990	1,325	66	359	18	47	2	46	2	221	11
1991	1,318	69	394	21	49	3	47	2	163	8
1992	1,326	68	386	19	49	3	45	2	132	7
NATIONAL: 1992	734,233	71	72,389	7	10,341	1	103,413	10	31,024	3

* Data for 1986 are not available.

** Includes Asian-Americans for New Mexico (n=84, 4%) and nationally (n=82,730, 8%) for 1992.

SOURCES

1992 ACT High School Profile Report

1992 ACT State and National Trend Data for ACT-Assessed Students

1992 Special ACT Assessment Reference Norms: New Mexico and the Nation

1992 SAT Profile National Report

1992 SAT Profile New Mexico Report